

P E R F O R M I N G A R T S

PERFORMING ARTS
TELEVISION CRAFTS

12
22A, 22B, 22C
32A, 32B, 32C

Interim Edition
1973

Department of Education
Government of Alberta

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A C K N O W L E D G M E N T S

The Department of Education acknowledges with appreciation the contribution of the following teachers in the preparation of this guide.

PERFORMING ARTS

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Industrial Education Programs. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.



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I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process, the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are to:

1. Develop basic competencies both academically and in work skills in order to enter either a job or a post-high school institution for further education.
2. Provide courses that serve as a vehicle in helping students relate their academic knowledge to vocational competencies.



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3. Provide the curriculum content for students to develop fundamental tool and procedural skills which prepare them to enter a family of occupations.
4. Provide the environment whereby students may develop sound attitudes and habits of work.

B. Performing Arts Career Field Objectives

The Performing Arts Career Field should:

1. Provide professional training for students with a vocational or strong avocational interest in the theatre arts and/or broadcasting crafts as a base for employment or further study.
2. Develop in the student a sense of theatre and broadcasting ethics, obligations, responsibilities, and discipline.
3. Foster a professional and creative attitude to theatre and broadcasting activities.

C. Major Area of Study Objectives

The specific objectives of the major area of study such as Performing Arts, must be developed by the teacher in harmony with the stated objectives of the Career Field, the Industrial Education program and the Secondary School goals.

III. EVALUATION

Evaluation of student growth should be based on stated behavioral changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

- a. Verbal and Written Communication
- b. Personal Growth
- c. Manipulative Skills

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LECTURE NOTES

BY

PROFESSOR

JOHN

DOUGLAS

CHICAGO, ILLINOIS

1964

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

IV. ORGANIZATION

A. Guide Organization

The course Guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.
2. Generalization: The main generalization or "big" idea that students should learn follows each topic.
3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.
4. Behavioral Objectives: These describe specific changes in student behavior objectives. It is the responsibility of the teacher to develop as many behavioral objectives as he can teach in the time available.
5. Suggested Activities: A few suggestions are made as to the types of activities that could be used to achieve the behavioral objectives.
6. Resource Materials: This column suggests where materials may be obtained.

B. Program Organization

1. Program Description

The Performing Arts and Television Crafts modules offer students an opportunity to follow one of three routes: Performance, Stage Technology, or Radio/Television Operations. These routes are outlined under the next section: "Program Major Organization". Students will learn the basics of a broad range of activities in their chosen route and have the opportunity to pursue their particular interests in depth. In the process, they will learn about the various jobs, opportunities, and practices in the theatre and broadcasting fields.

Introduction

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows: Chapter 2 describes the system and the experimental setup. Chapter 3 presents the results of the experiments. Chapter 4 discusses the implications of the results. Chapter 5 concludes the study.

The results of the experiments show that the system performs well under a wide range of conditions. The performance is not significantly affected by the factors investigated. The results are consistent with the theoretical predictions.

The study has several limitations. The results are based on a small number of experiments. The system is a simplified model of a real system. The results may not be applicable to other systems.

References

[1] Smith, J. D. (1998). The effects of system architecture on performance. *Journal of Systems Management*, 49(1), 1-10.

[2] Jones, K. R. (1991). The psychology of computer-based communication. In J. D. Smith (Ed.), *Handbook of computer-based communication* (pp. 1-10). Hillsdale, NJ: Lawrence Erlbaum Associates.

[3] Brown, S. D. (1989). The effects of system architecture on performance. *Journal of Systems Management*, 40(1), 1-10.

[4] Smith, J. D. (1998). The effects of system architecture on performance. *Journal of Systems Management*, 49(1), 1-10.

[5] Jones, K. R. (1991). The psychology of computer-based communication. In J. D. Smith (Ed.), *Handbook of computer-based communication* (pp. 1-10). Hillsdale, NJ: Lawrence Erlbaum Associates.

| System Architecture | Performance |
|---------------------|-------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |

2. Program Major Organization

The major consists of seven five-credit modules. Entry into the major is through Drama 10 or Performing Arts 12. Following the grade ten level, students may choose any one of three routes as outlined below:

- a. Performance: P.A. 22A, 22B, 22C, 32A, 32B, 32C
- b. Stage Technology: T.V.C. 22A, 22B, 22C, P.A. 32A, 32B, 32C and one or both of Drafting and Fashion & Fabrics. (One of these may be substituted for T.V.C. 22C)
- c. Radio/Television Operations: T.V.C. 22A, 22B, 22C, 32A, 32B, 32C

N.B. It must be emphasized that these modules are intended to be cyclical in nature and are not necessarily to be taught sequentially or completely separately. As will be noted on the chart, page 5, any of the modules connected directly by line to the grade ten course may be entered directly.

The 32C module in both the Performing Arts and Television Crafts courses is open to the choice of the individual student to:

- a. Provide greater depth to a module already taken

or

- b. Undertake a project in the field under the direct supervision of the instructor.

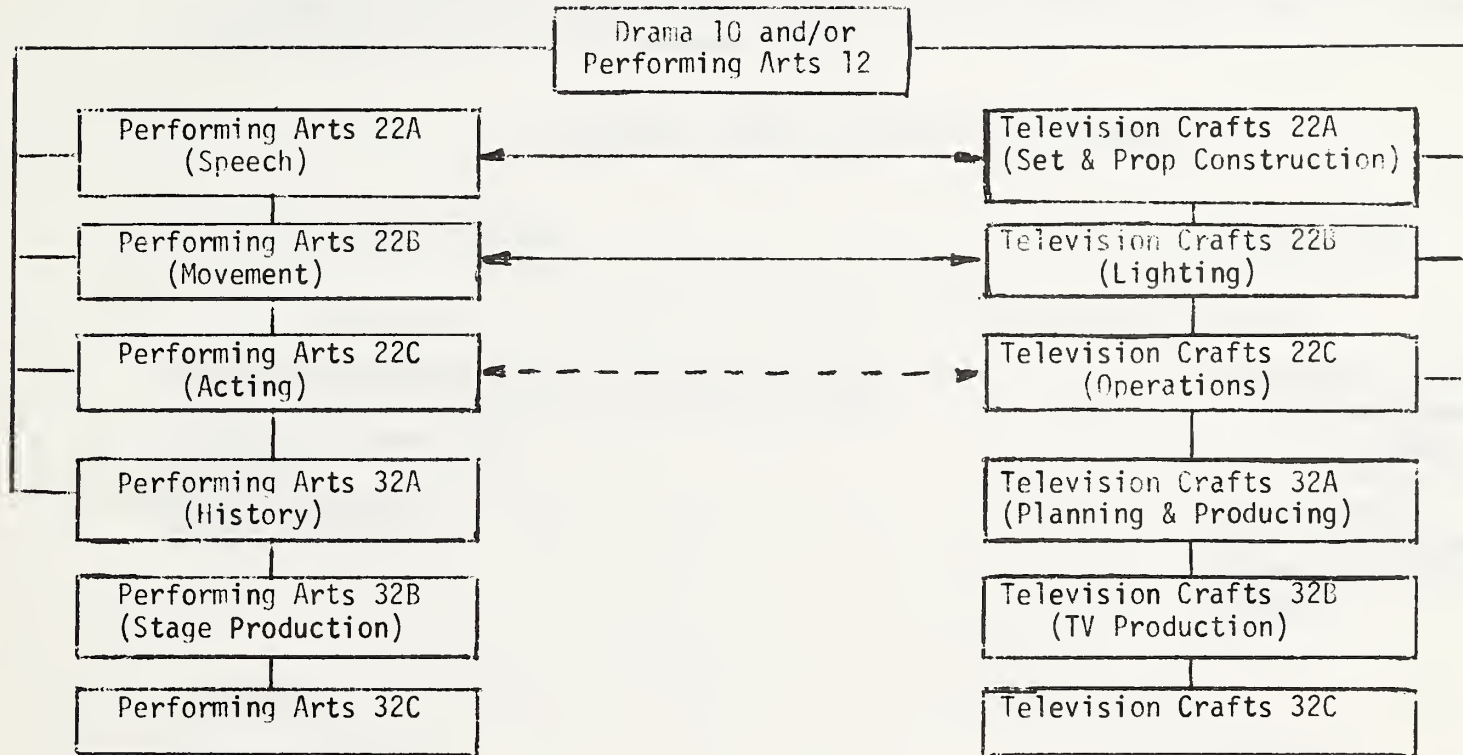
In addition to the modules set out in the major, the student may select modules designated as minors. These are normally the first level or introductory course of the area, e.g. Drafting would be Drafting 12. Students may find some of the courses in the listed related fields beneficial to their career program development. They are encouraged to take them even though these related courses are not supported by special grants.

Some students may take only a few modules in a major area as a supplement to their academic program or they may broaden their selection to other career fields. The scope of the Industrial Education Program allows the flexibility necessary for the program to be tailored to meet the interests and needs of the individual class or student.

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CAREER FIELD

PERFORMING ARTS

Minors

Drafting
 Fashion and Fabrics
 Television Crafts
 Electricity
 Commercial Art
 Building Construction

Minors

Electronics
 Electricity
 Building Construction
 Drafting
 Welding
 Commercial Art

Related

Music
 Art
 Arts and Crafts
 Typing
 General Technology

CAREER OPPORTUNITIES

Television Crafts is a program designed to give students proficiency in a number of television and radio occupations, thereby enabling direct entry into employment or a sound foundation for more advanced study.

Television Crafts 12/22/32 (35 Credits)

Post High School Studies

Career Entry

Technical College (N.A.I.T., S.A.I.T., other)

Television Technician
Announcer
Radio Technician
Cinema Technician

Television Technical Operator

e.g. Cameraman
Switcher
Audio Operator
etc.

Television Production Assistant
Graphics and Designer
Staging

University

Bachelor of Arts
Bachelor of Science
Electronic Engineering
Education

Engineer
Producer
Technical Director
Teacher

THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

FROM 1776 TO 1876

BY

JOHN F. JOHNSON

NEW YORK

1876

1876

1876

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1876

1876

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VI. PERFORMING ARTS

1. Performing Arts 12



INTRODUCTION

The general objective of this course is to offer the student a sampling of the type of work to be found in the technical aspects of stage and television, and thus, give the student the knowledge necessary to make an informed decision about further studies.

The Performing Arts 12 course is a 5-credit course.

CHAPTER 1

The first part of the book is devoted to a discussion of the basic concepts of the theory of functions of a real variable. It begins with a chapter on the real numbers, which includes a proof of the existence of the real numbers and a discussion of their properties. This is followed by a chapter on the theory of limits, which includes a discussion of the epsilon-delta definition of limits and the properties of limits.

The second part of the book is devoted to a discussion of the theory of functions of a complex variable. It begins with a chapter on the complex numbers, which includes a discussion of their properties and the complex plane. This is followed by a chapter on the theory of analytic functions, which includes a discussion of the Cauchy-Riemann equations and the properties of analytic functions.

The third part of the book is devoted to a discussion of the theory of differential equations. It begins with a chapter on ordinary differential equations, which includes a discussion of the existence and uniqueness theorems and the properties of solutions. This is followed by a chapter on partial differential equations, which includes a discussion of the Laplace equation and the properties of solutions.

REFERENCES

The following list of references is applicable to both programs; Performing Arts and Television Crafts.

NOTE: Asterisk indicates primary reference.

ACTING

- * Blunt, Jerry. *The Composite Art of Acting*. The Macmillan Company, New York, 1966.
- Dow, Marguerite R. *The Magic Mask*. The Macmillan Company, Toronto, 1966.
- Schreck, Everett M. *Principles and Styles of Acting*. Addison-Wesley, Don Mills, Ontario, 1970.
- Spolin, Viola. *Improvisation for the Theatre*. Northwestern University Press, Evanston, Ill., 1963.

DIRECTING

- * Dean, Alexander & L. Carra. *Fundamentals of Play Directing*. (Revised) Holt, Rinehart & Winston, New York, 1965.
- Dietrich, John. *Play Direction*. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1960.
- Welker, David. *Theatrical Direction - The Basic Techniques*. Allyn & Bacon, Boston, 1971.

DESIGN

- * Gillette, A.S. *An Introduction to Scenic Design*. Harper & Row, New York, 1967.
- Philippi, Herbert. *Stagecraft and Scenic Design*. Houghton Mifflin, Boston, 1953.

MAKEUP

- * Buchman, Herman. *Stage Makeup*. Watson-Guption, New York, 1972.
- Corson, Richard. *Stage Makeup*. Appleton-Century-Crofts, New York, 1967.
- Perrotte, Phillipe. *Practical Stage Makeup*. Reinhold Book Corporation, New York, 1967.

THE 1918 CONSTITUTION OF THE UNITED STATES OF AMERICA

ARTICLE I

SECTION 1

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2

1. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

2. No Person shall be a Representative who shall not have attained to the Age of twenty five Years, seven Years a Citizen of the United States, and when elected shall have been seven Years a Citizen of the State in which he shall be chosen.

3. Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including all bound Persons, (except Indians not taxed) three fifths of all other Persons.

4. The House of Representatives shall elect their Speaker and other Officers; and shall have the sole Power of Impeachment.

SECTION 3

1. The Senate of the United States shall be composed of two Senators from each State, elected by the People thereof, for six Years; and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature.

2. No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been seven Years a Citizen of the United States, and when elected shall have been two Years a Citizen of the State in which he shall be chosen.

3. The Senate shall elect their President and other Officers; and shall have the sole and exclusive Power of trying all Impeachments.

SECTION 4

1. The Congress shall assemble at least once in every Year, and such Meeting shall be held on the first Monday of December, unless they shall by Law appoint a different Day.

2. The Congress may, by Law, determine the Time, Place, and Manner of holding Elections for Senators and Representatives, but the Congress cannot alter the Times, Places, or Manner of holding Elections for Senators or Representatives, until they meet, and until such Time as the State Legislature may direct.

3. The Congress shall have Power to expel a Member for Misbehavior.

SPEECH

- * Lee, Charlotte, I. *Oral Interpretation*. (4th Edition). Houghton Mifflin, Boston, 1971.

Also a good phonetic dictionary of the teacher's choice.

HISTORY

- * Brockett, Oscar G. *The Theatre - An Introduction*. (2nd Edition). Holt, Rinehart & Winston, New York, 1969.

STAGE PRODUCTION

- * Gruver, Bert. *The Stage Managers Handbook*. Drama Book Specialists, New York, 1972.
- Nelms, Henning. *Play Production*. Barnes & Noble (College Outline Series), New York, 1958.

STAGECRAFT

- * Burris-Meyer, Harold & Edward C. Cole. *Scenery for the Theatre*. Little, Brown & Co., Toronto, 1971.
- Gillette, A. S. *Stage Scenery - Its Construction & Rigging*. Harper & Row, New York, 1959.
- Parker, Oren. *Sceno-Graphic Techniques*. Carnegie-Melon University, Pittsburg, 1969.
- Parker, Oren & Harvey Smith. *Scene Design & Stage Lighting*. Holt, Rinehart & Winston, Toronto, 1963.
- Selden, Samuel & Hunton Sellman. *Stage Scenery and Lighting*. Appleton-Century-Crofts, New York, 1959.

TELEVISION

- Millerson, Gerald. *The Techniques of Television Production*. Communication Arts Books, Hastings House, New York, 1968.
- Stasheff, Edward & Rudy Bretz. *The Television Program - Its Direction and Production*. Hill & Wang, New York, 1968.

The first part of the report discusses the general situation of the company and the results of the audit. It is followed by a detailed analysis of the financial statements and a comparison with the previous year. The report also includes a section on the company's internal controls and a conclusion on the overall state of affairs.

The second part of the report contains a detailed analysis of the company's financial statements. It includes a comparison of the current year's results with the previous year's results and a discussion of the factors that have influenced the company's performance. The analysis also includes a section on the company's internal controls and a conclusion on the overall state of affairs.

The third part of the report contains a detailed analysis of the company's internal controls. It includes a comparison of the current year's results with the previous year's results and a discussion of the factors that have influenced the company's performance. The analysis also includes a section on the company's internal controls and a conclusion on the overall state of affairs.

The fourth part of the report contains a detailed analysis of the company's internal controls. It includes a comparison of the current year's results with the previous year's results and a discussion of the factors that have influenced the company's performance. The analysis also includes a section on the company's internal controls and a conclusion on the overall state of affairs.

Willis, Edgar E. *Writing Television and Radio Programs*. Holt, Rinehart & Winston, New York, 1967.

* Zettl, Herbert. *Television Production Handbook*. Wadsworth Publishing, Belmont, Calif., 1970.



Topic I: CAREER FIELD STUDY

Major: Performing Arts

Generalization A: There are many occupations and activities within and related to the career fields of stage technology and television.

Course: Performing Arts 12

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|-----------------------------|--------------|---|--|-----------|
| 1. Career Field Occupations | | <p>The student will:</p> <ol style="list-style-type: none"> make a list of the wide variety of crafts and activities in theatre and television. discuss the training required for entry into these occupations. list the courses available in the secondary school in this career field. list the employment opportunities in the career field. discuss the kinds of unions in this field and their influence on working conditions. | <p>Lecture Discussion Field Trips Audio-visual Materials</p> | |

Notes:



Generalization B: Through the proper use of tools the work of the technician is accomplished.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|---|---|-----------|
| 1. Drafting | | <p>The student will:</p> <ul style="list-style-type: none"> a. learn the use and care of the basic drafting instruments. b. execute simple scale drawings: e.g. basic light plot, basic electrical schematic drawing. | <p>Lecture Demonstration</p> <p>Project</p> | |
| 2. Hand Tools | | <ul style="list-style-type: none"> a. the use and care of basic carpenter's hand tools. b. use these tools in simple projects. | | |
| 3. Power Tools | | <ul style="list-style-type: none"> a. learn the use, care, and safety precautions of the stage shop power tools. | | |

Notes:

1. The first part of the document is a list of the names of the persons who have been named in the proceedings.

2. The second part of the document is a list of the names of the persons who have been named in the proceedings.

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12. The twelfth part of the document is a list of the names of the persons who have been named in the proceedings.

Generalization C: Stage settings are constructed in accordance with basic established patterns.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| 1. The Flat | | The student will: | | |
| | | a. execute a scale drawing of a standard flat. | | |
| | | b. build a flat. | | |
| 2. Steps and Platforms. | | a. build a framed, three-dimensional structure. | | |
| 3. Draperies | | a. learn the proper procedures for rigging drapes: folding, knots, weighting, etc. | | |

Notes:



Generalization D: Television production involves the skills of a number of different participants.

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|----------------------------|-----------------|---|--------------------|-----------|
| 1. Control Room Procedures | | <p>The student will:</p> <p>a. operate control room equipment:</p> <ul style="list-style-type: none"> - switcher - audio panel - remote control camera - video tape recorder - tele-cine chain | | |
| 2. Studio Procedures | | <p>a. operate studio equipment according to correct procedures:</p> <ul style="list-style-type: none"> - camera - graphics - floor management - microphones - lighting | | |
| 3. Production Procedures | | <p>a. become familiar with:</p> <ul style="list-style-type: none"> - chain of command - calls - responsibilities - production format | | |

Notes:

VI. PERFORMING ARTS

2. Television Crafts 22A

(Set and Property Construction)



INTRODUCTION

The modules in Television Crafts 22A to 32B may be taken in any sequence. They may be taught in blocks of time larger than usual for a five credit course by combining modules.

REFERENCES

The references listed cover the entire program.



Topic I: SET AND PROPERTY CONSTRUCTION

Major: Television Crafts

Generalization A: Settings and Properties for Television and Stage involve careful planning and a knowledge of basic tools, materials and processes.

Course: Television Crafts 22A
(Set & Property Const.)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|----------------------------------|-----------|
| 1. Tools | | <p>The student will:</p> <ul style="list-style-type: none"> a. use the full range of carpenter's hand tools. b. properly use carpentry power tools. c. practise safety precautions when using the above tools. | Lecture, demonstration, practice | |
| 2. Types of Scenery | | <ul style="list-style-type: none"> a. explain the use, function, and construction procedures of: <ul style="list-style-type: none"> - unframed, 2-dimensional scenery - framed, 2-dimensional scenery - 3-dimensional scenery - scenic systems - flying - wagon - revolve - free standing - other | | |

Notes:



Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| 3. Materials | | <p>The student will:</p> <p>a. explain the characteristics, properties, and uses of:</p> <ul style="list-style-type: none"> - lumber - stage fabrics - metals - fiberglass - plastics - stage hardware | | |
| 4. Drafting | | <p>a. use drafting tools.</p> <p>b. read different types of drawings.</p> <p>c. explain the basic principals of two and three-dimensional design.</p> | | |

Notes:



VI. PERFORMING ARTS

3. Television Crafts 22B

(Lighting)



Topic I: LIGHTING

Major: Television Crafts

Generalization A: Lighting in Television and Stage involves certain principles, technical and artistic, specific equipment, and sophisticated control techniques.

Course: Television Crafts 22B
(Lighting)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|-----------------------------|--------------|--|--|-----------|
| 1. The Elements of Lighting | | <p>The student will:</p> <p>a. learn the controllable properties of light</p> <ul style="list-style-type: none"> - quantity - color - distribution <p>b. learn the functions of theatrical lighting</p> <ul style="list-style-type: none"> - selective visibility - revelations of form - illusion of nature - composition - emotional and psychological effects | <p>Lecture</p> <p>Demonstration</p> <p>Reading assignments</p> | |
| 2. Lighting Instruments | | <p>a. explain the function and use of the following and perform the proper maintenance on:</p> <ul style="list-style-type: none"> - spotlights - reflectors - lenses - mountings | | |

Notes:



Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|--------------|--|--------------------|-----------|
| 3. Color | | <p>The student will:</p> <ul style="list-style-type: none"> - lamps: incandescent & quartz - striplights - floodlights - special instruments - effects instruments - accessories <p>b. use these instruments on the stage and in the television studio.</p> <p>a. examine and explain</p> <ul style="list-style-type: none"> - the properties of color. - color mixture - additive. - color mixture - subtractive. - reflection, transmission, and absorption. - color media. - the effect of colored light on make-up, costume & scenery. | | |
| 4. Lighting Control | | <p>a. explain the principles and use of:</p> | | |

Notes:



Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|---------------------------------|--------------|---|--------------------|-----------|
| | | <p>The student will:</p> <ul style="list-style-type: none"> - basic electrical theory - resistance - Ohm's Law - power - permanent and flexible lighting control systems. - pre-set and multi-scene systems. - control structure - switches - fuses - breakers - dimmers | | |
| 5. Television Lighting Practice | | <p>a. explain theory and practice of:</p> <ul style="list-style-type: none"> - base lighting - accent lighting - key lighting - back lighting | | |
| 6. Stage Lighting Practices | | <p>a. explain the theory and procedures of using:</p> <ul style="list-style-type: none"> - light plots - lighted interior scenes | | |

Notes:



Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| 7. Production Operations | | <p>The student will:</p> <ul style="list-style-type: none"> - lighted exterior scenes - arena stage lighting <p>a. practise the planning, hanging, focusing, and operational control of lighting for stage and television productions.</p> | | |

Notes:



VI: PERFORMING ARTS

4. Television Crafts 22C

Topic I: STUDIO AND CONTROL ROOM OPERATIONS

Major: Television Crafts

Generalization A: Television production is a team effort involving the skills and coordination of a wide variety of operational jobs and skills.

Course: Television Crafts 220
(Studio Operations)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--|-----------|
| 1. Basic Electronics | | The student will: a. explain the basic electronic theory and principals of television. | Lecture Reading Assignments | |
| 2. Cameras | | a. describe the principals and operation of: - vidicon - plumbicon - image orthicon | Demonstration Studio Practice | |
| 3. Lenses | | a. describe the optical characteristics of various lenses. b. describe the performance characteristics of various lenses. | Lecture Demonstration | |
| 4. Video Operation | | a. explain the principals and practice of: - production switching - delegation switching & patching - video monitor alignment - tele-cine operation - mobile set-ups (industrial equipment) | Demonstration and Practice Field Trip | |

Notes:



Topic I: STUDIO AND CONTROL ROOM OPERATIONS (Continued)

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|---|---------------------------|-----------|
| 5. Audio | | <p>The student will:</p> <p>a. use correctly:</p> <ul style="list-style-type: none"> - various types of microphones - various types of mounts; boom, desk, floor, etc. <p>b. playback recorded sound.</p> <p>c. record sound.</p> <p>d. practise mixing techniques.</p> | Demonstration Practice | |
| 6. Special Effects | | <p>a. use the techniques of</p> <ul style="list-style-type: none"> - mechanical effects - optical effects - electronic effects. | Demonstration Practice | |
| 7. VTR Techniques | | <p>a. operate the available VTR's for:</p> <ul style="list-style-type: none"> - recording - play-back - electronic editing | Demonstration Practice | |

Notes:

The first part of the chapter discusses the early history of the United States, from the time of the first European settlers to the American Revolution.

The second part of the chapter discusses the period of the American Revolution and the early years of the new nation.

The third part of the chapter discusses the period of the American Civil War and the Reconstruction era.

The fourth part of the chapter discusses the period of the American West and the frontier era.

The fifth part of the chapter discusses the period of the American Industrial Revolution and the Gilded Age.

The sixth part of the chapter discusses the period of the American Progressive Era and the early 20th century.

The seventh part of the chapter discusses the period of the American New Deal and the mid-20th century.

The eighth part of the chapter discusses the period of the American Cold War and the late 20th century.

The ninth part of the chapter discusses the period of the American post-Cold War era and the 21st century.

The tenth part of the chapter discusses the future of the United States and the challenges it faces.

The chapter concludes with a summary of the main themes and a discussion of the importance of the study of American history.

The chapter also includes a list of references and a glossary of key terms.

The chapter is designed to provide a comprehensive overview of the history of the United States, from its beginnings to the present day.

VI. PERFORMING ARTS

5. Television Crafts 32A

Topic I: THE PLANNING-PRODUCTION TEAM

Major: Television Crafts

Generalization A: Planning and preparing effective program material is basic to every good television production.Course: Television Crafts 32A
(Planning-Producing)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------------|-----------------|--|---------------------------|-----------|
| 1. Writing the Television Show | | <p>The student will:</p> <ul style="list-style-type: none"> a. demonstrate the accepted television script format. b. list the types of television shows <ul style="list-style-type: none"> - unscripted - outline format - complete script. c. practice in: <ul style="list-style-type: none"> - commercial writing - planning an unscripted show - planning an "outline" show. | Demonstration | |
| 2. Producing | | <ul style="list-style-type: none"> a. practice the proper control room operations, procedures, calls, etc. b. produce both a scripted and unscripted show. | Demonstration Practice | |

Notes:



Topic I: THE PLANNING-PRODUCING TEAM (Continued)

Generalization

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resource |
|--------------------------|-----------------|---|--------------------|----------|
| 3. Production Assisting | | <p>The student will:</p> <p>a. practice the duties and operations of the Production Assistant jobs:</p> <ul style="list-style-type: none">- floor manager- script assistant. | | |

Notes:

VI. PERFORMING ARTS

6. Television Crafts 32B
(Television Production)



Topic I: TELEVISION PRODUCTION

Major: Television Crafts

Generalization A: Television production is a team-oriented activity which can only be fully understood by participating on a production team.

Course: Television Crafts 32B
(Television Production)

| Concept and Sub-Concepts | Approx. Time | Behavioural Objectives | Activities or Jobs | Resources |
|--------------------------|-----------------|--|--------------------|-----------|
| 1. Television Production | | <p>The student will:</p> <p>a. participate, in a wide variety of studio and control room jobs, in as many different types of television shows as possible.</p> | | |

Notes:



VI. PERFORMING ARTS

7. Television Crafts 32C

TELEVISION CRAFTS 32C

The 32C module of Television Crafts gives an opportunity for the student to:

- a. go into more depth of study in a topic previously studied in the course.
- b. undertake a project in the field under the direct supervision of the teacher.

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